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SOME PROBLEMS AND OPPORTUNITIES IN RELATION TO THE
4-H CLUB
ORGANIZATION

For workshop use by
National Advisory Group
on
4-H Post-war Programs
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ORGANIZATION

Membership

Projects

Local Organization

Leadership

Relationships

Teaching Methods

Appeals

Contests, Awards, and Recognition

The project is one of the best teaching devices available. It also has been traditionally used as a basis for membership. 4-H projects usually are of an economic nature. In view of recent studies, trends of organization pattern in older youth groups, and in view of problems and situations faced by young people in the post-war period, the following questions may be asked.

Do projects with present interpretations tend to discourage older 4-H members from remaining in longer; prevent new older youth (15 to 20) from joining?

Are other teaching or influencing devices desirable for the 10-to 20-year group (in as well as out of formal clubs)?

4-H Program Implications

[illegible]

Size of clubs has a wide range from five members to several hundred. Many clubs are without adult volunteer leaders. Large numbers are not rooted to the neighborhood. They often are influenced by school consolidation. Many meetings lack planning, vital programs, or sufficient member participation. Clubs often lack adequate local sponsorship. Many are seasonal and short-lived. Parents often are indifferent and uninformed.

To what extent should the community club be broken down into neighborhood or other smaller groups?

Types of action

[illegible]

TEACHING METHODS

An organized group under local leadership with individual as well as group projects has served as the teaching unit.

QUESTIONS:

Is the opportunity for the project at home fully utilized?

Can demonstrations be used more extensively at local meetings?

What principles should be considered in the preparation of bulletins?

How can we use 4-H events more effectively as teaching aids?

Should we look to special groupings or events to properly reach special interest, age, or problem groups?

Can camps, institutes, short courses, discussions, forums, and the like, be used to stimulate growth through problems not reducible to projects--like world trade?

Is there an opportunity to use special methods with youth who are not members of local 4-H Clubs?

4-H Program Implications

[illegible]

CONTESTS, AWARDS, AND RECOGNITION

Examples of the Problem or Situation:

These devices continue to prove useful in the 4-H Club program. With more public interest in youth after the war, more support for 4-H work will be possible.

QUESTIONS:

Are we clear on the purpose, value, and use of contests?

What adjustments in our present contests need we make to fit them better for post-war programs?

How can these devices be more closely integrated into the regular club program?

[illegible]